

Asia- Pacific Center for Security Studies

2008

This catalogue was developed by the Office of Defense Cooperation Australia to aid in selection the best candidates from across Australia attend the courses at APCSS. Additional information is available at www.apcss.org

Course Catalogue

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ASIA-PACIFIC ORIENTATION COURSE (APOC) COURSE DESCRIPTION

General:

1. *Purpose:* This course provides a basic orientation on trends and current issues shaping the Asia-Pacific security environment, equipping course Fellows with policy perspectives and tools important for duties at interagency / inter-ministry organizations / headquarters. By design, this course directly supports the U.S. Pacific Command by providing its staff and supporting components an educational environment to create a foundation of knowledge or build upon already existing Asia-Pacific experiences.

2. *Description:* The course provides an introduction to Asia-Pacific culture, politics, protocols and challenges, while addressing U.S. interests in the region. The curriculum is focused by day and examines: Day One) Security Foundations, Day Two) Regional Perspectives, Day Three) Country Specific Issues, Day Four) Regional Cooperation on Interstate Challenges, and Day Five) Regional Responses to Transnational Challenges. Attention is given to both historical and emerging issues. The course includes a rigorous program of lectures and interactive sessions, and three break-out seminar sessions.

All course attendees attain membership in an expanded network of contacts among security practitioners that includes their fellow class-mates and APCSS faculty as well as the APCSS alumni network and a regional "community of expertise" via a dedicated web portal.

3. *Length:* One week.

4. *Frequency:* Three times per year.

5. *Fellows:* 0-3 through 0-6 and their civilian equivalents, with selected warrant and NCOs; 32 (once per year) or 75 fellows (two times per year) per course; U.S. and other Asia-Pacific/International self-funded participants.

Who would benefit by attending this course:

- Primarily U.S. PACOM or component leaders whose current position requires making (or having significant input to) critical interagency decisions requiring significant input to intergovernmental policy analysis, formulation and decisions in international settings
- Primarily U.S. PACOM or component security practitioners serving as critical action officers
- U.S. and Asia-Pacific security practitioners or leaders in training for service in international settings whose current/future responsibilities require significant input to intergovernmental policy analysis, formulation and decisions
- U.S. and Asia-Pacific security practitioners serving as critical action officers for important interagency organizations/headquarters

Educational Objectives: To achieve the course purpose stated above, the APOC has specific educational objectives in three areas: 1) Enhanced knowledge, 2) Improve Fellow leader skills, 3) Expand Fellow security-practitioner, 4) Build Fellow Teaming Skills:

1. *Enhanced knowledge in following areas:*
 - Knowledge and better understanding of the Asia-Pacific region as a whole
 - Understanding of sub-regional and national perspectives on security challenges
 - Knowledge and better understanding of selected countries that play a major role concerning U.S. policy within the Asia-Pacific region
 - Understanding of selected Regional Cooperation on Interstate Challenges, and Regional Responses to Transnational Challenges
2. *Improve Fellow leader skills in the following areas:*
 - Enhancing skills and abilities in articulating U.S. national security policy; confidently and assertively proposing options to security-policy formulators and decision-makers for action
 - Accurately identifying man-made and natural threats and security challenges, regional and transnational
 - Identifying risk and articulating options balancing risk with intended outcomes related to countering terrorist ideologies and stability operations
 - Identifying alternative security-cooperation options
3. *Expand Fellow security-practitioner networks in the following areas:*
 - Among Asia-Pacific Orientation Course Fellows
 - Among APCSS faculty and guest lecturers
 - Through alumni contacts at home and regionally
4. *Build Fellow Teaming Skills:*
 - Identify, link, and exploit team-member expertise, perspectives
 - Unique contributions possible
 - Areas of agreement/disagreement/inter-dependencies
 - Identify requirements to act (terms of reference, subject knowledge needed, methods of operating)

Educational Approach:

- Primary medium for learning in this course are essential, current, real-world background context lectures and interactive sessions
- To allow the Fellows to interact with the faculty and each other, three introductory seminars are offered: 1) regional break-out seminar based upon current or future duties related to a certain sub-region; 2) regional cooperation on interstate challenges break-out seminar and 3) regional responses to transnational challenges break-out seminars.
- Discussions, interactive presentations, and seminars are guided by flexible APCSS facilitators encouraging mutual respect, transparency, non-attribution, effective listening, and clear communication skills
- Faculty will ensure Fellows understand all information presented in lectures, interactive presentations, and seminar break-out sessions
- APCSS will emphasize factual analyses, conclusions and recommendations based upon today's security issues but taking into account cultural perspectives

COMPREHENSIVE SECURITY RESPONSES TO TERRORISM

APCSS OVERVIEW

The Asia-Pacific Center for Security Studies (APCSS) is an academic institution established by the U.S. Pacific Command to study comprehensive security and preventive defense in the Asia-Pacific region. The Center's mission is to enhance cooperation and build relationships through mutual understanding and study of comprehensive security issues among military and civilian representatives of the United States and other Asia-Pacific nations. The Center provides a focal point where military and civilian officials gather to exchange ideas, explore pressing issues, and achieve a greater understanding of the challenges that shape the security environment of the Asia-Pacific region.

The College of Security Studies is the primary focus of the Center. Here, military and civilian officials from the region (O-3 to O-7 as well as their civilian equivalents in security-related ministries) participate in the Comprehensive Security Responses to Terrorism (CSRT) Course that examines the interagency and multinational approach to combating terrorism from the operational and strategic perspective. The course is titled to reflect the fact that defeating terrorism is not possible by any one nation or agency; rather effectively addressing this threat requires a comprehensive mix of political, economic, social, cultural, as well as, military considerations on a multinational scale.

CSRT COURSE OVERVIEW

This course provides CT security practitioners in the Asia-Pacific region, as well as other designated countries around the world, the operational and strategic-level skills necessary to enhance their ability to understand and combat terrorism and transnational threats. Through faculty lectures, guest speaker presentations, real-world case studies, seminar discussions and tailored CT exercise scenarios, CSRT fellows explore the nature of today's terrorist threats, better appreciate the challenges associated with countering ideological support for terrorism, achieve a more common understanding of global and regional terrorism challenges, analyze tools and capabilities for combating terrorism and transnational threat in order to promote appropriate strategies. The CSRT course is designed to build relationships between and among the United States and current and future counterterrorism practitioners of participating countries in order to develop trust, confidence and specific methods necessary for increased information sharing, reduction of obstacles to cooperation in the international collaborative effort against those who use terror to achieve goals. The curriculum focuses on the non-warfighting aspects of security and is divided as follows: assessing the challenge; formulating responses to the challenge; identifying trends and challenges; strategy application and measures of effectiveness.

2. *Length:* 3 weeks

3. *Frequency:* 2 times a year
4. *Fellows:* O-3 to O-6s and civilian equivalent government officials (interagency) who work in the CT field or support those who do; 40-65 fellows per course with varying mix international/U.S., usually around 80/20%.

DEMOGRAPHIC OVERVIEW

General demographic profile (target group) of those who would benefit by attending this course:

- Security practitioners (military, various ministry and law enforcement officials) whose current/future responsibilities require them to make recommendations to interagency officials involved in tactical through strategic policy formulation and implementation decisions related to combating terrorism and transnational crime.

COURSE OBJECTIVES

- Develop a community of CT practitioners, capable and willing to collaborate at both the regional and global levels
- Broaden knowledge and sharpen skills in assessment of terrorism threats and collaborative planning of response postures and policies
- Expand security practitioner networks and sustain through IT enabled linkages

KNOWLEDGE AND LEADER SKILL SETS FOCUSED FOR IMPROVEMENT

1. *Expand Fellow knowledge in following areas:*
 - Enhance understanding of U.S. CT policies, as well as develop a common understanding of Asia-Pacific and other regional perspectives on terrorism, from its causes and sources to its methods and ends.
 - Expand knowledge of interagency, multinational, and civil-military concepts to more effectively collaborate on developing strategies and best practices to combat terrorism, world-wide.
 - Build networks of regional security professionals involved in the war on terrorism, linking them to information resources and subject matter experts via focused exercises addressing ongoing terrorist threats.
2. *Improve Fellow leader skills in the following areas:*
 - Articulate CT problems and challenges clearly, from who, what, when, why, where and how.
 - Identify all interagency security parties involved, regional and global, especially via informational technology.
 - Assess terrorism threats, recommending suitable multilateral/multinational response postures and policies.
 - Identify and analyze CT options – proactive and reactive.

- Persuade decision makers on recommended ways, means, and ends options convincingly.
 - Develop associated information campaign plans collaboratively.
 - Draft and brief policy CT way-ahead recommendations clearly.
 - Inspire confidence during difficult times, from analyses to negotiations.
3. *Expand Fellow security-practitioner networks in the following areas:*
- Among CSRT Fellows.
 - Among APCSS faculty and guest lecturers
 - Through Regional International Outreach (RIO) to multiple security issue Information Technology (IT) databases.
 - Through alumni contacts at home and regionally.
4. *Build Fellow Teaming Skills:*
- Identify, link, and exploit team-member expertise, perspectives.
 - Unique contributions possible
 - Areas of agreement/disagreement/interdependencies
 - Establish team rules, roles.
 - Identify requirements for CT task accomplishment (e.g., terms of reference, interfaces necessary, collaborative roles of those involved, subject knowledge needed, methods of operating, milestones to manage time).

CONCEPTS OF CASE STUDIES, WORKSHOPS AND EXERCISES

- Begin with essential, current background context prefaces, using real world scenarios.
- Fellows will be placed into seminar teams, following lectures to work collaboratively as multilateral/multinational coordinating and planning teams.
- Small-group discussions, assessments, analyses, and next steps briefings will be guided by flexible APCSS facilitators.
- Faculty will ensure seminar Fellows understand lecture prefaces and thereafter practice skills that apply knowledge gained.
- Specific CT practitioner skills will include:
 - Forming coordinating and planning teams
 - Developing and executing comprehensive CT strategies addressing likely and possible terrorism threats of today and tomorrow. Included are:
 - Offensive – to deter, degrade capability/intent
 - Defensive – to prevent (preempt), respond to attack
 - Core – to diminish root causes of violent extremism, terrorist acts (de-legitimize)
- APCSS will examine CT security-issues fully, considering all applicable perspectives, emphasizing factual analyses, conclusions and recommendations.

COURSE STRUCTURE

The three week course is divided into five distinct, but related parts:

Part I. Identifying and building the Global “CT” community of interest and expertise. Part I is comprised of the administrative in-processing of Fellows. It is during this part that the process of building a “CT” community of interest begins. Fellows are introduced to the Asia Pacific Center, College of Security Studies, CSRT Program, the faculty and each other. Topic highlights include:

In processing (badging, care & feeding issues)

PAO brief

Computer laptop issue

Computer training

Portal introductions (APCSS and APCSC)

Library brief

Welcome Address and APCSS overview

CSS overview

CSRT Program overview

Faculty introductions

Fellow Introductions

Polling Exercise

During Part I, Fellows participate in real-time polling with turning point software. This polling effort provides a baseline for knowledge level, and experience of the Fellows attending CSRT 08-1.

Part II: Assessing the Challenge. The thematic focus of Part II is assessing the challenge. What is terrorism? How do is it defined? What are the dominant characteristics? How has it evolved? Part II commences with a definitional lecture that includes a review of the evolution of terrorism, leading up to the 21st century. This lecture sets the baseline for a follow on CT threat assessment which requires Fellows to assess the current threat in Asia Pacific and other major geographic areas. Upon completion of the definitional exercise event, and regional assessments, Fellows “step back” and explore the strategic, i.e., complex nature of the problem, including causal loop analyses of specific terrorism challenges. This introduction to complex problem solving within the terrorism arena, and accompanying causal loop analyses, requires Fellows to look at terrorism broadly as a complex problem, not just a tactical threat. Activity based learning events during this part include:

Definition & evolution of terrorism (Fellows participate in definitional exercise)

Regional assessments (Fellows conduct sub regional assessments)

Complex Problem Solving (Fellows complete causal loop exercises)

Part III. Formulating the Response. After assessing the challenge, the course focus shifts to formulating effective responses options. What are the strategic framing issues necessary for a coherent, effective response at the national, regional and global levels? The discussion begins with an introduction to the legal frameworks within which a comprehensive strategy may be developed. The legal policy adopted by a government (criminal justice approach vs. law of armed conflict approach or combination of both) will impact significantly, a government's comprehensive strategy. Fellows are then introduced to the components of a comprehensive strategy, with a significant focus on intelligence. Having established the legal framework and discussed the overall strategy; topical focus shifts to the "supporting cast" necessary to implement and affect the strategy---e.g., we look at the intra-governmental [national] agencies, intergovernmental [regional] organizations and global assistance (UN) available in the development and execution of a comprehensive strategy. After identification and discussion of the available players, topic focus shifts to the STRATCOM/Public diplomacy aspect of the terrorism challenge. Specifically, Fellows are exposed to the extremist/radicalized message of many terror groups, and how the governmental players implementing a comprehensive strategy, might address and respond to this message (battle of hearts and mind). This is accomplished through a presentation on deradicalization (countering the extremist message) and a panel discussion by government [public diplomacy] and media representatives. Key topics and activities include:

Legal perspectives	(Fellows participate in real time polling & discussion)
Comprehensive Strategy	
Intelligence	
Intra governmental players and process	
Inter governmental players and process	
De-radicalization	
Public Diplomacy	

Part IV: Trends & Challenges. In Part IV, the course shifts from strategic framing issues to strategies and tactics of terror groups including: "battlefields"/domains in which the war on terrorism is being waged. Part IV begins with an assessment of the maritime domain and the virtual domain (cyber terrorism). Two full days, including computer centric exercises/activity based learning, are spent on the varied uses of the internet by terrorist groups. Topic highlights and exercises include:

Maritime Domain	
Cyber terrorism	(Fellows participate in two cyber terrorism exercises)
WMD/WME	
Suicide bombings	
Transnational terrorist financing	
Transnational Crime: narcotics, small arms, money laundering	

At this point in the course faculty and fellows have discussed definitions and evolution of the threat, and conducted a current, real world assessment of the threat. Fellows also have discussed important framing issues for strategy development and implementation, including legal frameworks, the importance of intelligence and public diplomacy. Additionally, Fellows have been exposed to and discussed critical players/agencies in the process at the nation state, regional and international levels, and the public diplomacy component in terms of radicalization and the war of ideas. At this point, Fellows are introduced to the major terror groups/movements within Asia Pacific:

Al Qaeda and affiliates
Jemaah Islamiyah
LTTE
Central Asia
COIN

Part V: Strategy Application and MOEs. Part V, the final phase of the course includes three related themes: strategy formulation (DIME, MIDLIFE--whole of government approach), measures of effectiveness (how do we measure the effectiveness of our strategies) and finally practice through participation in a two day capstone exercise event that brings together all of the aforementioned topics and themes. Post course polling is conducted to determine attitude changes, knowledge & skill gains.

Strategy formulation and application
Measures of effectiveness

Pacifica exercise	(Fellows participate in capstone game)
Post course survey	(Fellows participate in real time polling)

The discussion above focuses on the thematic building blocks that form the CSRT resident course structure. Throughout the course, a series of “blended learning events” will be offered. These include:

Brown Bag Lunch Series (BBL)
Dirty War video (WMD)
Battle of Algiers video
Human Dignity DVD (HRL and Terrorism)

CSRT LEARNING MODEL

Fellows are expected to actively participate in the CSRT Curriculum, which employs four distinct forms of learning: readings, lectures, seminar discussions, and exercises.

- Fellows complete required reading assignments, which provide a general overview of topics in the curriculum. Additional recommended readings provide further perspectives on core topics.
- Lectures provide professional insights from subject matter experts and set the stage for seminar discussions and the final gaming exercise.
- Small group seminars, guided by a facilitator, provide Fellows the opportunity to discuss individual topics, linking academic insights with professional experience.
- Course exercises are “learn by doing” interactive events that challenge Fellows to apply security concepts and strategies to simulated scenarios.

All aspects of the CSRT Course embody three important characteristics: transparency, non-attribution, and mutual respect. Transparency provides an academic environment of openness where all issues can be examined, debated, and discussed. To promote candor and open discussion, the College of Security Studies has a policy of non-attribution, which is binding on all who attend the CSRT Course. Comments and opinions expressed by anyone participating in the course will not be attributed to the speaker by name to non-participants without the speaker's prior approval. All interaction among the Fellows is done in a spirit of mutual respect in recognition of the tremendous diversity of nations represented in the course in terms of size, geography, culture, history, political system, and state of economic development.

Comprehensive Crisis Management (CCM) Preventing, Preparing and Responding Course Description

General

1. *Purpose:* The CCM course exists to educate and socialize regional security practitioners into a “Community of Expertise” that values collaborative regional efforts at comprehensive crisis management and is equipped with the knowledge and tools needed to support those efforts. Additionally, the course seeks to build regional security capability thru the development of individual leader skills in critical thinking, communication and collaboration which can be applied not only to CCM situations but to any collaborative effort. The course is based on the broad notion that regional security is significantly enhanced by collaborative efforts at preventing, preparing for or responding to any crisis—natural or man-made—that threatens stability within nations within the context of national sovereignty. By helping others help themselves, the entire region benefits.

2. *Description:* This course is a comprehensive examination of current thinking about how to deal with both man-made and natural crises. Crises are comprehensive in nature; they involve, in interdependent ways, all elements of security (political, social, economic, military, etc.) and multiple, interactive players (domestic, international and non-governmental.) The degree to which we can build resilience into our societies will greatly influence the long-term impact of any crisis. While crises are often thought of as time-bound, having a beginning and an end, in fact they have deep roots in the past and long shadows into the future. A major skill involved in crisis management is the smooth interplay between routine activities (normally focused on building a better, more efficient society) and the extraordinary requirements of life saving and damage mitigation throughout the life-cycle of a crisis situation. Accordingly, course content focuses on three broad topical areas: (1) crisis assessments and condition-setting, (2) transitions across the prevent-prepare-respond cycle and (3) during- and post-crisis reconstruction. In addition to this conceptual framework, the CCM course also addresses CCM-task coalition building and operations, inter-agency coordination, stability trends analysis, preventative activities as well as international interventions, post-emergency reconstruction, transition shaping, and strategic communications. The course curriculum is generally divided into three major blocks: (1) Framing the CCM Problem, (2) Elements of Stability and, (3) Making Collaborative CCM Operations Work. Course learning objectives are achieved by preface topical lectures, followed by “learning by doing” small-group activities. Seminars are activity-based. Course includes three learning objective reinforcing exercises:

- Complex Problem Analysis
- Integration of Lines of Effort: East Timor Case

- Post-shock event reconstruction: planning for a multinational, whole of government, civil society effort that synergistically develops all five major lines of effort towards restoring stability in the affected nation.

All course attendees attain membership in an expanded network of contacts among security practitioners that includes their fellow class-mates and APCSS faculty as well as the APCSS alumni network and a regional CCM “community of expertise” via a dedicated web portal.

3. *Length:* 4 weeks

4. *Frequency:* 2 to 3 times a year

5. *Fellows:* O-4 to O-6s and civilian equivalents (interagency, NGOs, and regional influencers) who work in the crisis management/recovery fields; 30-60 fellows per course; mix of approximately 70% regional/ 30% U.S.

Who would benefit by attending this course Practitioners whose current or future responsibilities relate to CCM in one or more of these areas:

- Security (military and law enforcement)
- Infrastructure restoration
- Humanitarian assistance
- Economic internal development
- Governance strengthening
- Transitions planning, coordinating and negotiating
- Forecasting or Assessing CCM challenges

Educational Objectives: To achieve the course purposes stated above, the CCM course has specific educational objectives in three areas: enhanced knowledge, applied procedures and processes, improved individual and team skills.

1. Enhanced Knowledge: Facts; concepts; principles

A. Concept of CCM

1. Explain the nature and boundaries of “CCM”
2. Articulate the relevance of CCM to their nation and the region.
3. Describe CCM in Asia-Pacific—regional concepts, terminology and examples
4. Explain the idea of Stability and enumerate various causes of man-made emergencies.
5. Explain “Intervention” and evaluate the cost/benefit of an intervention decision as International Community action

B. Concept of CCM as a Complex Problem

1. Describe the nature of Complex Problems
2. Develop appropriate approaches to deal with a complex problem

C. Concept of Governance as way of managing CCM

1. List and explain the five “lines of effort”
2. Analyze an instability case study using concepts of “Good Governance”

D. Concept of Transitions/Transformations

1. Distinguish between transitions and transformations
2. Develop an appropriate set of transitions and transformations for a case
- E. Principles of Information Environment for CCM
 1. Develop a simplified Strategic Communication program
 2. Describe the information sharing infrastructure for CCM in the region
 3. Discuss the value and dangers of Information Sharing
- F. Facts about “Players” in CCM: List the key CCM players in a “typical” CCM case and explain their roles
- G. Facts about funding of CCM: Understand how the international community funds CCM operations and how that affects their organization
- H. Self-Cognition: Evaluate and articulate what knowledge he/she has gained and what areas need further study

2. Applied Procedures/Processes

- A. List the key elements of planning for CCM
- B. Develop a CCM plan using a specific planning framework (USJFCOM/DOS)
- C. Describe the “Assessment” process and apply during cases/exercises
- D. Develop a set of Measures of Effectiveness
- E. Analyze a case to identify CCM relevant trends
- F. Conduct predictive analysis of trends and develop appropriate preventative strategies
- G. Conduct Joined-up/interagency/multinational/NGO/IGO collaboration

3. Improved Personal and Teaming Skills

- A. Personal skills:
 1. Communicate effectively (advocate/persuade, not just inform) in a variety of situations
 2. Cooperate and contribute within a multi-national team (coalition) despite language, national/ethnic, cultural differences
 3. Use information technology to manage their personal and team information environments
- B. Teaming skills:
 1. Clarify a team’s information environment: goals, knowns, unknowns and assumptions
 2. Shape a team’s process: rules, terms of reference, time management
 3. Develop a team’s organization: roles (formal and informal), contributions and limitations of members

Educational approaches followed during the course

- All discussions/activities will assume that stability operations will be conducted in an international coalition context on inter-agency basis
- The focus is on factual analyses, conclusions and recommendations centered on today’s security issues as shaped by cultural perspectives
- Begin with essential, current definitional and background context prefaces

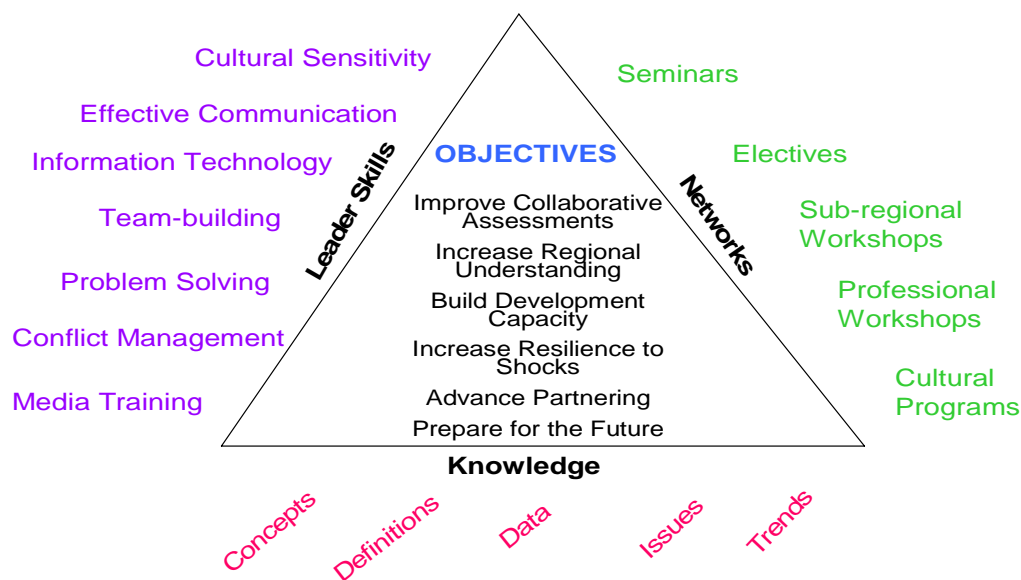
- The course is conducted largely in a seminar format, minimizing large-size group lectures; and maximizing use of small group learning by doing collaborative tasks and formulating and presenting views and insights to other seminars
- The Faculty serves to facilitate discussions, ensure understanding, and enable skills development. Regional or functional area expertise is brought in as needed
- Application of knowledge is proof of education. Frequent opportunities to practice skills and apply knowledge are a critical part of the curriculum and take the form of class-wide exercises and in-seminar small group activities.

Advanced Security Cooperation (ASC) Course Description

General

1. *Purpose:* The ASC course is designed to advance knowledge, skills and networks related to multilateral security cooperation in the Asia-Pacific Region among mid-career security practitioners representing national government agencies and other influential regional and national entities. The course intends to stimulate strategic analysis and understanding of major security trends and challenges in the region, available and desirable tools and processes of their mitigation as well requirements for developing adequate national capabilities to support regional effort of confidence-building, preventive diplomacy, conflict resolution and crisis management. Additionally, the course seeks to enhance individual leader skills in critical thinking, communication, collaboration and decision-making in complex multinational and culturally diverse environments.

Conceptual Roadmap – ASC/EC



2. Contributions to Intended Regional Outcomes:

- Expanded capacity (and self-reliance) of nations and international organizations to contend with current and anticipated security challenges
- Strengthened mechanisms for interagency coordination and multinational cooperation on regional security issues
- Increased regional capability in early-warning, surveillance, and information systems for preventative action and crisis management; improved protocols and procedures for information processing and sharing

3. *Description:* The course is a comprehensive and multidimensional executive learning experience composed of three elements:

- Core Curriculum
- Advanced Studies Program of Electives
- Professional Enhancement Program that includes skills courses, guest speakers and course attendees' presentations

The curriculum focuses on the non-warfighting aspects of regional and global security - current and future - and is divided into four parts:

- Assessment of Regional Security Environment
- Regional Capacity Building for Sustainable Development
- Enhancing Regional Resilience to Transnational Challenges
- Advancing State and Agency Capabilities for Regional Partnership

Each part consists of several relevant topics presented by faculty members followed by facilitated discussions in smaller seminar groups and "learning by doing" workshop activities. It concludes with a comprehensive exercise which reinforces the intended learning objectives. In the final, course wrap-up, workshop, the Fellows will develop a collaborative regional security strategy incorporating the insights, experiences and skills gained during the course. The Electives are designed to supplement the Core Curriculum by providing a more in-depth study, discussion and interaction on specific areas of interest to the Fellows and their agencies.

4. *Length:* 6 weeks

5. *Frequency:* 2 to 3 times a year

6. *Fellows:* O-4 to O-6 (with some O-7s from those countries not considering O-7s as flag officers) and civilian equivalents (interagency, NGOs, and regional influencers); up to 45 nations represented; 50-80 Fellows per course; 80/20% mix regional/US.

Who would benefit by attending this course

Security practitioners and experts whose current/future responsibilities require significant participation in security policy formulation and execution as well as international security interaction and who have the following backgrounds.

- Military Officers
- Law Enforcement Officers
- Foreign Service Members
- Representatives of Government Agencies
- Representatives of International and Regional Organizations
- Researchers and Faculty of Government "Think Tanks" and Security Studies Colleges
- Media Representatives
- NGO Representatives
- Business Representatives

Educational Objectives:

1. Enhanced Knowledge: Security Trends and Tools of Cooperation

- Understand the complex, comprehensive and interdependent nature of global and regional security
- Review key security concepts and approaches
- Examine the multi-dimensional nature and impact of globalization on security thinking
- Explain major security trends and challenges in the Asia-Pacific
- Identify current and evolving potential for multinational security cooperation and confidence-building
- Examine enablers and inhibitors of security cooperation
- Discuss current and emerging security tensions between states in the region and ways of their mitigation
- Review major transnational challenges in the region and develop a collaborative response to them
- Understand regional perspectives on security governance and security sector reform, as well as what is needed to improve regional security cooperation

2. Applied Procedures/Processes:

- Trend analysis
- Risk assessment
- Prioritization of security challenges and responses
- Decision-making in a multinational coalition/team
- Conflict resolution and negotiations
- Prevention and mitigation of transnational challenges, such as pandemics
- Preparedness and response to strategic shocks, such as natural disasters
- Modeling of an efficient and effective multilateral security cooperation
- Development of measures of effectiveness

3. Improved Personal and Teaming Skills

A. Personal skills:

- Understand and incorporate cultural and national sensitivities
- Communicate effectively (advocate/persuade, not just inform) in a variety of situations
- Cooperate, contribute and lead within a multi-national team (coalition)
- Inspire commitment and confidence in others during difficult/challenging situations
- Use information technology to enhance cooperation levels
- Report/brief out concisely and convincingly on accomplished results
- Persuade security-policy formulators and decision-makers in a manner that enables and causes them to act for the common good

B. Teaming skills:

- Assess and clarify a team's information environment: goals, knowns/unknowns/assumptions
- Shape a team's process: rules, terms of reference, time management
- Develop a team's organization: roles (formal and informal), contributions and limitations of members
- Plan action steps related to a decision on the best security-cooperation option
- Outline a vision for security-cooperation way ahead

Educational approaches followed during the course

- Provide a stimulating environment for an exchange of multinational security experience, best practices and next required collaborative steps through effective and interactive executive instruction and facilitation by faculty members and invited experts
- Focus on real-world security situations requiring adequate regional response and cooperation
- Application of knowledge is proof of education. Frequent opportunities to practice skills and apply knowledge are a critical part of the curriculum and take the form of class-wide exercises and in-seminar small group activities
- Use integrated and multi-tiered educational approach combining several essential methods, forms and formats:
 - Begin with fundamental/essential, current definitional and background context prefaces
 - Relate the background preface to national and professional experience in small-group, multinational seminar/workshop teams
 - Develop learning by doing logical collaborative tasks required of security practitioners working in multi-lateral/multinational formats, assessing, analyzing, formulating and presenting views, insights and recommendations
 - Enhance specialized knowledge and expertise in a particular security area through interactive discussion in selected electives
- Enable and empower course participants to access and use after graduation the APCSS information portals and alumni networks for continued education and advancement of security expertise and collaborative practices

TRANSNATIONAL SECURITY COOPERATION (SENIOR EXECUTIVE COURSE) COURSE DESCRIPTION

General:

1. *Purpose:* Provide senior security practitioners from the Asia-Pacific region an opportunity to share perspectives and identify and develop collaborative and cooperative approaches to transnational security issues of common concern.

2. *Description.* An intensive program for current leaders on the upward track for positions of significant national (and possibly international) responsibility. Designed for senior security practitioners from the Asia-Pacific region now serving in positions that require experience and rank at the one- to four-star military and civilian-equivalent level. Curriculum emphasizes the impact of change in the region, as well as capacities - - leader and institutional - - to manage change. The course integrates a challenging program of guest speakers, along with interactive seminar workshop dialogues and action-planning.

Course attendees join an expanded network of contacts among regional security practitioners that include their fellow classmates and APCSS faculty, as well as a regional “community of expertise” via a dedicated web portal used by APCSS alumni and others.

3. *Length:* 1 week

4. *Frequency:* 2 to 3 times a year

5. *Fellows:* Uniformed O-7 to O-10 and civilian equivalents (from all ministries and organizations within governments as well as NGOs, IOs, and media people with security-interface portfolios); 25 nations represented, with one or two from the U.S.

Who would benefit by attending this course:

- Senior security practitioners whose current/future responsibilities require influencing and/or making strategic and operational decisions within multilateral, multinational, interagency, whole-of-government forums.
- Current and future senior leaders who influence security analyses and decision-making and who are on the upward track for career progression, leaders of obvious potential for national and international positions of very significant responsibility.

Educational Objectives: To achieve the course purpose stated above, the SEC has specific educational objectives in three areas: 1) enhance Senior Fellow knowledge, 2) improve Senior Fellow leader and teaming skills, and 3) expand Senior Fellow networks.

1. Enhance Senior Fellow knowledge in following areas:

- Understanding the complexity of the varied dimensions of comprehensive security (military to economic to environmental to human, and beyond), less war-fighting.
 - Understanding current and anticipated transnational security issues/threats that impact the Asia-Pacific Region.
 - Understanding of bilateral versus multilateral approaches to international relationships, including economic, social, cultural, demographic, military, diplomatic, and environmental conditions; further, reviewing trends affecting and shaping perceptions of security in the A-P region and the world.
 - Understanding the major actors (e.g., capabilities/capacities/roles), including non-governmental, international, and private-volunteer organizations, as well as interagency groups today and during the coming decade.
 - Understanding current best practices, as well as opportunities for increased security-cooperation/collaboration in the region.
 - Understanding diverse regional perspectives on security challenges today and during the next decade.
 - Understanding, approaches to countering ideological support for, and defeating man-made terrorist threats.
 - Better understanding collaborative preparations required for natural and/or man-made disasters and related humanitarian assistance.
2. Improve Senior Fellow leader skills in the following areas:
- Collaborate effectively on accurately identifying man-made and natural threats and security challenges, regional and transnational.
 - Frame a security assessment at the strategic level.
 - Analyze risk and balance risk management.
 - Evaluate precisely alternative security-cooperation and stability operations options.
 - Clearly identify and present recommended action steps related to a decision on the best alternatives available.
 - Outline information prefaces related to planned action steps [strategic communications role playing, specifically theme/message framing and delivery through media interface].
 - Articulate persuasively security-policy formulators and decision-makers to act.
 - Outline an interagency initiative for sub-region security-cooperation related to a current real-world threat.
 - Team effectively, as well as demonstrate careful listening, articulation, analytical, and negotiation skills, all designed to provide senior officials confidence in recommendations presented.
 - Understand strategic communications; employ same effectively.
 - Practice time management during crisis-action planning.

3. Expand Senior Fellow security-practitioner networks in the following areas:
- Among SEC Fellows.
 - Among APCSS faculty and guest lecturers.
 - Through the APCSC portal and APCSS website.
 - Through alumni contacts at home and regionally.
 - Identify, link, and exploit team-member expertise, perspectives.
 - Leverage unique contributions possible from other security practitioner sources, real and virtual.
 - Exploit dialogue agreement/disagreement/inter-dependencies:
 - o Establish team and mission/task goals/objectives.
 - o Establish team rules, roles, responsibilities.
 - Identify requirements to act (terms of reference, procedures, authorities, subject knowledge needed, and methods of operating)

Educational Approach:

- Beginning with stage-setting, Senior Fellows are provided security challenges as context prefaces to small-group discussions.
- Senior Fellows are then placed into small, diverse groups to maximize group interaction and role playing, given likely/possible security issue/threat scenarios. Scenarios are challenging and realistic.
- APCSS faculty focuses group discussions with regional and functional area information, as needed.
- Case studies maximize Senior Fellows' shared opportunity to practice operational- and strategic-level skills that apply knowledge gained.
- APCSS emphasizes factual analyses and clear conclusions and recommendations based on collaborative discussions.